

Spring 1-15-2005

ENG 1002G-008: Composition and Literature

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English: 1002
Literature and Composition, Spring 2005

TEXTS: STORY AND ITS WRITER
POETRY
STAGES OF DRAMA
WRITING ABOUT LITERATURE
BLAIR HANDBOOK

OFFICE: 3781 Coleman Hall, Phone: 581-6973
Hours: T 930-1200, W 9-12, and by appt. + 5:30-6:00
email: jzguzowski@eiu.edu R 7:30-8 A.M.

SPECIAL NEEDS: Students with special needs who require academic accommodations should contact Disabilities Services (581-6583).

| | | |
|---------|---------------------------|----------------------------|
| GRADES: | 100 pts: short story test | 100 pts: drama test |
| | 100 pts: final exam | 100 pts: short story paper |
| | 100 pts: drama paper | 100 pts: poetry paper |
| | 100 pts: WEBCT entries | 60 pts: quizzes |

A: 760-684
B: 683-608
C: 607-532
D: 531-456
F: 455-0

TESTS: An in-class exam will be given after the unit on short stories and after the unit on drama. Each exam will consist of an essay question. There will also be a comprehensive final.

PAPERS: Each student will be required to write 3 analytical papers (one on each unit), each at least 1200 typed words.

WEBCT: We learn about literature not only by reading and talking about it but also by writing about it. During the course of this session, each student will participate in a WebCT discussion group. The group site is available at the university's WebCT cite under the following course title ENG1002GJZG. The site is located under the course category: College of Arts and Humanities. You can also go to the WebCT cite. It's one of the menu items at the EIU site.

During the semester and before the final day of classes, you will submit 10 **analyses** to the egroup about the works we'll be reading and 20 responses to other students' analyses.

What should you write about in your 10 **analyses**? Each one should begin with an important question about the work you are analyzing. This important question should be about an important issue in the work you are analyzing, or the question should focus on an important quote. Your analysis should answer the question that you raise.

How long should these **analyses** be? The length of a well-developed paragraph: at least 100 words each.

To make certain that these 10 analyses are equally spaced out (this will benefit both you and me), no more than 4 analyses will count each week toward the total. You can write as many of these as you want but I will only count 4 analyses per week toward your grade.

Also, write your analyses of a work before we start talking about the poem.

Responses to other students' entries should be thoughtful and respectful and substantive. You might want to write about why you agree with a student's analysis of a work, or why you don't. You might write about something in the analysis that you would like to think about further.

How long should the **responses** be? About 2 or 3 thoughtful and substantive sentences.

The **responses** should also be spaced out. No more than 7 responses per week will count toward the final grade. But feel free to respond more often.

If you have trouble getting on-line, see me. You can always post analyses or responses through my computer.

QUIZZES: 12 brief quizzes will be given during the semester. You will be asked to respond to something in a piece of lit. And/or identify characters, significant quotations, images, facts, or a combination of these from the pieces read.

GRADES: Grades for out-of-class essays, and in-class essays will be assigned on the basis of 1) content and 2) structure, style, and grammar. At the end of the semester, the grades for exams, out-of-class essays, responses, and quizzes will be averaged into a single grade.

PLAGIARISM: Note the English Dept.'s statement of plagiarism:

"Any teacher who discovers an act of plagiarism—"the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (RANDOM HOUSE DICTIONARY) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course."

I have zero tolerance for plagiarism. I will fail for the class any student who plagiarizes on any work, and I will notify the Judicial Board of the plagiarism. The Judicial Board can decide to expel a student for plagiarism.

SYLLABUS: The syllabus is liable to change, depending on the pressures of time and your interest.

Intro to course

1. Short Fiction—introduction
 - Updike, "A&P"
 - Oates, "Where Are You Going"
 - Mason, "Shiloh"
 - Carver, "What We Talk About When We Talk About Love"
 - "A Small, Good Thing"
2. Drama—intro
 - Anonymous, Everyman
 - Baraka, Dutchman
 - Mamet, Oleanna
3. Poetry—intro
 - Dickinson, "Because I would not stop for death"
 - "I started early—took my dog"
 - "I heard a fly buzz when I died"
 - Frost, "Mending Wall"
 - "Stopping by woods on a snowy evening"
 - Thomas, "Do not go gentle into that good night"
 - "Fern Hill"
 - Marvell, "To His Coy Mistress"
 - Rich, "Diving into the Wreck"
 - "Rape"
 - Plath, "Daddy"
 - "Lady Lazarus"
 - Springsteen, "Born to Run"
 - "Tunnel of Love"